

Pupil premium strategy statement (primary)

1. Summary information					
School	St Thomas of Canterbury Catholic Primary School				
Academic Year	2019/20	Total PP budget	£9,240	Date of most recent PP Review	Oct 19
Total number of pupils	114	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Sept 20

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National Average</i>
% achieving at Age Related Expectations in reading, writing and maths	86%	61%
% making progress in reading	86%	71%
% making progress in writing	86%	76%
% making progress in maths	86%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some of our pupil premium children arrived at our school from overseas (English speaking) and had significant gaps in their learning related to phonics, writing and maths.
B.	Some pupil premium children are living within single parent families and are travelling significant distances in order to get to school – support with learning at home can be difficult.
C.	Some pupil premium children are behind their peers and below expectations particularly in maths and writing.
D.	Finances can be difficult for these families when funding: uniform, school trips, residential visits, swimming lessons etc.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance for some of our pupil premium children has been significantly below our target of 97%, although this is now improving.
F.	Some pupil premium children require significant pastoral support as a result of trauma or home events.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children from overseas settings catch up quickly and begin to excel in their learning.	PP pupils from overseas make rapid progress and are at least achieving Age Related Expectations or higher.
B.	PP children from single parent families and living at distance make at least the same progress as their peers.	PP children from single parent families and living at distance begin to, at least, close the gap in achievement with their peers.
C.	All non-SEN PP children achieve within Age Related Expectations.	Those PP children currently below ARE will be on track to achieve this.

D.	To ensure finances are not a barrier for PP children to participate fully in all school activities	PP children are able to wear good condition uniform and can attend all school visits, residential trips and swimming along with their peers.
E.	Improved attendance rates for all PP children.	Attendance for all PP children is no lower than the average for the non-PP pupils while allowing for illness.
F.	Learning is not affected by worries or concerns linked to home/social life.	PP children have access to a structured pastoral support programme run by professionally trained staff.

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved confidence with solving worded problems in maths.	Continued implementation of whole school approach to problem solving including use of Bar-Modelling as a method to help children understand worded problems more easily.	National and county promotion of Bar-Modelling as a preferred method (as used in South East Asia) for understanding worded problems and for use in understanding algebraic expressions.	Continued tracking through being a priority on the Action plan for maths. Lesson observations, learning walks and work scrutiny,	Maths coordinator	July 2020
Development of good reading skills and an enjoyment of reading.	Whole school focus on reading to develop skills and resilience. To encourage enjoyment of reading through focussed regular story times.	Enjoyment of reading should lead to more confident readers willing to experiment with a wide range of texts and authors. Regular story times using engaging class books should improve comprehension and ability to extract and infer information	Lesson observations and learning walks. HIP visits.	English Coordinator	July 2020
Total budgeted cost					£1,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All PP children make at least good progress towards achieving their ARE.	1:1 tuition for targeted PP children to address their individual learning needs aimed at closing gaps.	Tightly focussed 1:1 tuition is proven as one of the most effective methods of providing interventions	To be delivered by staff (teachers or support staff) who fully understand the needs of the children. Some 1:1 tuition will be delivered outside the school day to avoid impact on other areas of learning.	SLT	July 2020
Total budgeted cost					£ 4,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates for pupils with PP	Careful tracking of attendance, meetings with parents, involvement of Attendance Improvement Officer when required.	We can't improve attainment and progress for children if they aren't regularly attending school. Input from AIO is proven to have a positive effect on attendance.	Ensure all absences are immediately followed up and reported to SLT. Records kept up to date. Good communication with parents.	SLT	July 2020
Financial support with uniform, trips and swimming	Needs addressed case by case as needs arise.	To ensure PP have same opportunities as all other children in school	Financial tracking of subsidies provided.	Office manager/SLT	July 2020
Learning not affected by pastoral needs	A tiered 'Rainbows' support system for small pastoral group support.	We have been operating the 'Rainbow's scheme for several years now with notable success. Enjoyed by children who know they have a safe place to discuss their worries.	Termly review of programme needs. New training for an Early Years/KS1 companion programme for younger children.	SLT	July 2020
Total budgeted cost					£4,240

6. Review of expenditure					
Previous Academic Year		2018/19			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

Improved confidence with solving worded problems in maths.	Adoption of whole school approach introducing to problem solving and Bar-Modelling as a method to help children understand worded problems more easily.	A whole school approach to problem solving through bar modelling was adopted with relevant staff training. Maths attainment and progress improved across the school from the previous year, particularly in years 2 and 6 and this can be partially attributed to improved confidence and success in problem solving.	Continue to imbed this approach over the next few years to maximise benefits from children consistently using this approach from Early Years upwards.	£2000
Good writing skills used fluently in all independent work	Whole school focus on using grammar, punctuation and spelling skills to improve the accuracy of writing	Improvements have been noted across the school in application of writing skills. This was particularly noted through moderations, internal and external attended – years 1,2,4 and 6.	Continue to ensure high quality writing skills are embedded within teaching, checking that coverage of all focus grammar, punctuation skills prescribed for each year group is tracked so no gaps develop.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children make at least good progress towards achieving their ARE.	1:1 tuition for targeted PP children to address their individual leaning needs aimed at closing gaps.	All PP children made good progress with 6 on track with achieving ARE and the other making progress towards closing the gap.	1:1 is proving very effective where there are general weakness that can be addressed in a more focussed way than group teaching allows.	£3200

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved attendance rates for pupils with PP	Careful tracking of attendance, meetings with parents, involvement of Attendance Improvement Officer when required.	Attendance of PP children is carefully tracked and where concerns arose with 3 PP children plans were put in place with support strategies resulting in improved attendance for all these children.	Early intervention as soon as attendance begins to drop is essential with regular checks/meetings to ensure progress towards improvement is being made.	£5360
Financial support with uniform, trips and swimming	Needs addressed case by case as needs arise.	All PP children have been able to participate in all activities/events along with their peers. Parents feel able to approach the school for assistance with uniform and trips.	Ensure PP parents are considered when costings are being prepared for trips/events. Consider PP children when uniform changes are required according to time of year.	
Learning not affected by pastoral needs	A tiered 'Rainbows' support system for small pastoral group support.	Those PP children that have been involved in Rainbows or Sunbeams support groups have benefited from the approach in terms of self-esteem and social interaction.	Consider PP children whenever support groups are being established prior to the running of one these programmes.	

7. Review of expenditure				
Previous Academic Year		2017/18		
iv. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved confidence with solving worded problems in maths.	Adoption of whole school approach introducing Bar-Modelling as a method to help children understand worded problems more easily. Staff training along with other local schools	A whole school approach to bar modelling for use in mathematical problem solving was adopted with relevant staff training. Maths attainment and progress improved across the school from the previous year, particularly in years 2 and 6 and this can be partially attributed to improved confidence and success in problem solving.	Continue to imbed this approach over the next few years to maximise benefits from children consistently using this approach from Early Years upwards.	£418
v. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children make at least good progress towards achieving their ARE.	1:1 tuition for targeted PP children to address their individual learning needs aimed at closing gaps.	All PP children made progress with 3 on track with achieving ARE and the other making progress towards closing the gap.	1:1 is proving very effective where there are general weakness that can be addressed in a more focussed way than group teaching allows.	£2250

vi. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance rates for pupils with PP	Careful tracking of attendance, meetings with parents, involvement of Attendance Improvement Officer when required.	Attendance of PP children is carefully tracked and where concerns arose with 3 PP children plans were put in place with support strategies resulting in improved attendance for all these children.	Early intervention as soon as attendance begins to drop is essential with regular checks/meetings to ensure progress towards improvement is being made.	£1292
Financial support with uniform, trips and swimming	Needs addressed case by case as needs arise.	All PP children have been able to participate in all activities/events along with their peers. Parents feel able to approach the school for assistance with uniform and trips.	Ensure PP parents are considered when costings are being prepared for trips/events. Consider PP children when uniform changes are required according to time of year.	
Learning not affected by pastoral needs	A tiered 'Rainbows' support system for small pastoral group support.	Those PP children that have been involved in Rainbows support groups have benefited from the approach in terms of self-esteem and social interaction.	Consider PP children whenever support groups are being established prior to the running of one these programmes.	

8. Review of expenditure

Academic Year

2016/17

vii. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Support for children with emotional needs.	Rainbows pastoral programme	6 children participated in the scheme last year including PP children. Sessions were really enjoyed by children with positive feedback from parents.	As children can only repeat the programme once we are investigating a sister programme suitable for children in Early Years and Year 1. At least 2 members of staff will be trained to deliver this.	£1200
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viii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Closing learning gaps, particularly in maths and writing.	Targeted 1:1 support for a range of pupils including PP aimed at closing learning gaps Interventions to be delivered outside of school hours	All children receiving 1:1 support made good progress in their target area – mostly enabling learning gaps to reduce.	1:1 targeted support outside of school hours is often a more effective form of intervention than small group work within the school day.	£3000

ix. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children to have full access to the broader curriculum	Support with cost of school trips, swimming, milk, fruit and school uniform	All PP children were able to participate in their chosen clubs and take part in all school trips.		£1080